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ABSTRACT

This monograph, produced by the Manpower Development Higher Education System, is designed to lead service deliverers through a series of lectures, exercises, and demonstrations which will enable them to understand the essentials of putting together an employability plan which is consistent with both the principles of human development and the limitations of program and labor market. Trainees should already possess fundamental interviewing, assessment, and relationship skills. The two-day training program contains an overview of the entire employability process through a simulation game. This is complemented by a series of activities which relate to the various aspects of employability planning such as assessment, job choice, and tracking of participant progress. Topics addressed include: work role as a personality modifier, decision making, assessment, behavior contracting, behavioral objectives, Goal Attainment Scale, and Employability Planning forms. (Author/JLL)

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A Higher Education Training Monograph

No. 12 in a series

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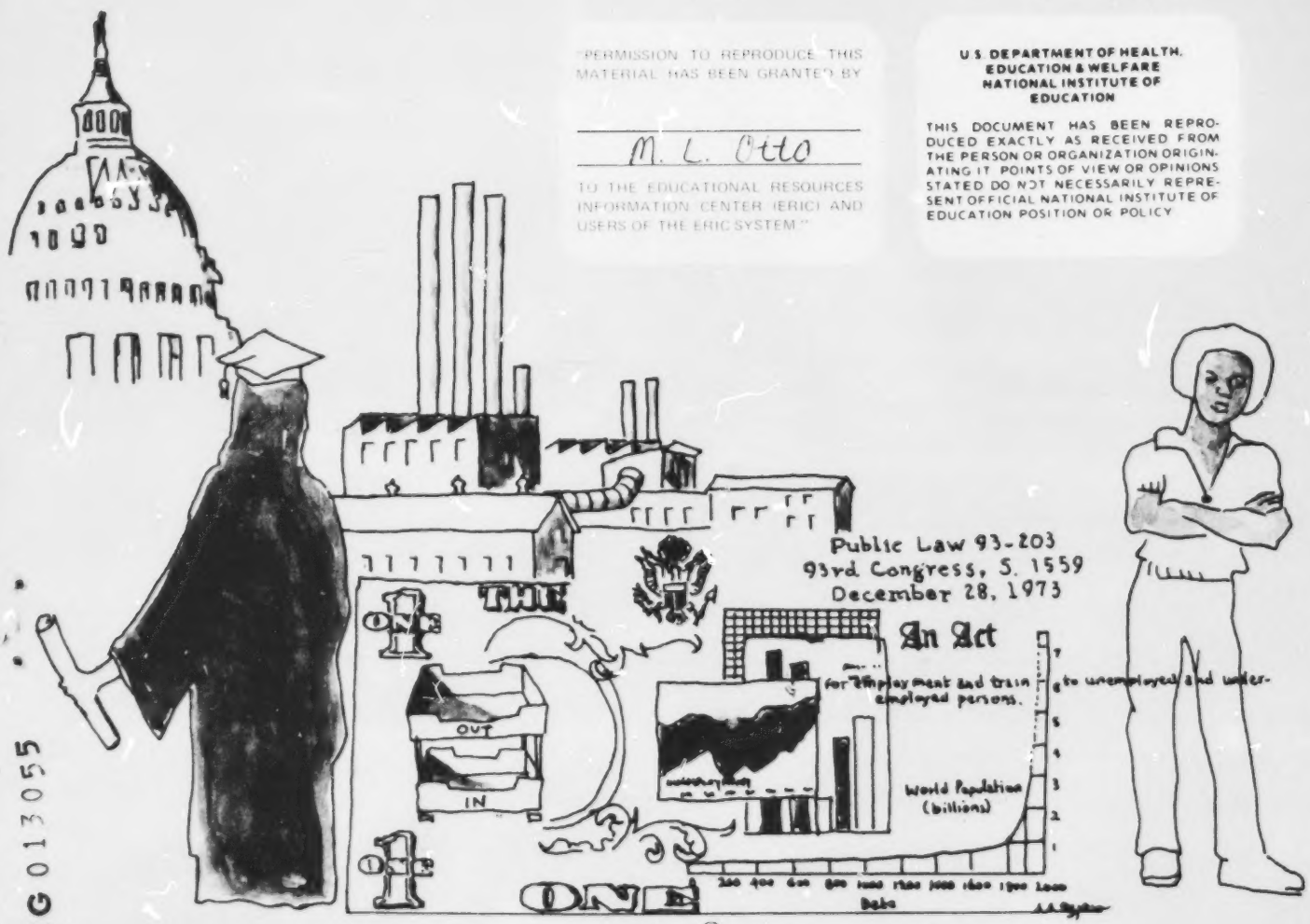

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Employability Development

A Training Monograph

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INTRODUCTION

Employability development encompasses a variety of activities and services designed to assist program participants to become more competitive in the labor market. The services vary from program to program, but generally include assessment, basic skills training, vocational training, job search preparation, job development and supportive services. They are, in some programs, provided in the context of subsidized employment.

The central design for providing these services, for deciding the most suitable kind of job and for articulating the resources of the program and the community, is the employability plan. This is an individualized proposal which integrates the potentialities of the participants, the capabilities of the program and the realities of the labor market. To create a workable employability plan, the service deliverer must have solid knowledge of all three components.

This monograph is designed to lead service deliverers through a series of lectures, exercises and demonstrations which will enable them to understand the essentials of putting together an employability plan which is at once consistent with both the principles of human development and the limitations of program and labor market. An assumption made here is that trainees already possess such fundamentals as interviewing, assessment and relationship skills.

SCOPE OF TRAINING

The training is designed for delivery by two trainers in two consecutive days to an audience of at least twenty and not more than

forty service deliverers and first line supervisors. The training contains an overview of the entire employability process through a simulation game, which, with its lengthy debriefing and discussion takes a full half day. This is complemented by a series of activities which relate to the various aspects of employability planning such as assessment, job choice and tracking of participant progress.

The trainers should possess relevant experience in employability programs and have a working knowledge of such areas as:

- occupational assessment
- human development
- occupational choice
- the helping process
- job development

In addition, the trainers should be able to conduct group discussions and to impart information effectively.

TRAINING OBJECTIVES

By the end of the session, trainees will be expected to achieve a number of cognitive and behavioral objectives associated with the development and monitoring of employability plans:

a. Awareness of the work role as a personality modifier.
b. Knowledge of the elements in the decision making process, as applied to occupations.
c. Knowledge of basic assessment concepts, procedures and ethics.

d. Capability of drawing up a behavior contract.

e. Ability to write behavioral objectives.

f. Ability to construct a Goal Attainment Scale.

g. Familiarity with Employability Planning forms design and the impact of the forms on the process.

TRAINING METHODS

This training session depends upon a mix of information with activity, so that trainees are first briefly instructed then asked to perform a related structured activity so that they have the opportunity to practice the skills under discussion. A number of handouts are used as additional information sources, or to clarify group activities. Certain activities are performed in small groups, or trios, with helper-helpee-observer roles. Trainers provide demonstrations of certain skills, and offer feedback to trainees on their performance.

TRAINING SCHEDULE

DAY I

9:00-9:30 a.m. — Introduction, Structuring and Discussion of Training Objectives

9:30-11:00 a.m. — Structured Activity and Discussion: "First Names, First Impressions"
This activity is designed to illustrate the importance of impressionistic assessment and to make trainees aware that they assess

program participants from the first contact.

1. The group is divided into 2 subgroups, with a trainer for each group.
2. Subgroup members are instructed to bring paper and pencil and to be seated in a circle so they can see each other.
3. Each is invited to spend a minute introducing him or herself to the group, giving name and some personal information. The leader should model this for the group, starting first, describing career, avocations and any other personal disclosures for about a minute.
4. When all have done this, the leader asks each to write the names of all other group members on a sheet of paper, from memory.
5. Each is asked to read their list of names and to fill in the blanks.
6. Participants are asked to write down a first impression of the others in the group in a few words on a sheet of paper (identifying each by name).
7. The leader collects and reads these first impressions back to the group, one person at a time, so that all first impressions

of trainee John are read, then all impressions of Jane are read, etc.

8. A discussion is held around the following points:
   a. How accurate are first impressions?
   b. Can they be important in interacting with others?
   c. Since little data is available, stereotyping and projection are pitfalls of impressionistic assessment.
   d. What factors influence first impressions? (Consider dress, non-verbal cues, choice of self-disclosure material, name, job). First impressions in client assignment: hypotheses which should be checked out.

11:00-12:00 p.m. <u>Formal Assessment: Lecture on Concepts and Ethics</u>

1. Definition of a standardized test: A set of formal instructions, questions and scoring procedures which yield data about a person which can be used to make judgments about behavior, or which can be used to describe a psychological

attribute relative to that person's standing compared to others'. A test is therefore a sample of behavior taken in such a way that we can predict more behavior or compare a person's performance to the performance of others.

2. Validity: A test to be of value, must measure what it is supposed to; it must have a relationship to the behavior which is predicted. Face, or concurrent validity are briefly described. Examples of valid and invalid measures are given.
3. Reliability: Consistency with which some results are obtained - or degree to which error by virtue of environmental variables are given (e.g. shoe size is reliable measure in adults, but invalid in predicting skiing performance).
4. Usability: Convenience, cost and interpretation factors are considered.
5. Testing use principles:
   a. Always test for a specific purpose - not just because it's the routine.
   b. Be sure the person taking the test is a suitable subject: reads at

proper level, is motivated.

c. Prepare program participants to do their best:

Pretesting orientation is an obligation to this clientele.

- on purpose and use of tests
- on how to take tests
- in order to reduce excessive anxiety.

d. Test results belong to the client, not just the agency. The implication here is that results are to be interpreted in such a way that test taker can understand implications and limitations and make more informed decisions.

e. Testing is more useful if:

1. It's multiple, i.e. strengthened by several measures of same factors.
2. It is integrated with other non-test data.
3. The test taker is involved in the interpretation process through self-evaluation, cooperation or conflict with results.

12:00-1:00 p.m. Lunch

1:00-1:30 p.m. "The T-Test"

This exercise is designed to illustrate the process of inferring traits from behavior on a test; to introduce the concept of individual traits; and to contribute to the discussion of standardized test issues.

Goals

1. To introduce the concept of personality traits.
2. To illustrate the process of inferring characteristics from behavior.
3. To help diminish some of the unproductive anxiety which is often associated with filling out psychological instruments or inventories.

Group Size

Unlimited.

Time Required

Approximately thirty minutes.

Materials Utilized

1. Pencil and paper for each participant
2. Newsprint and felt-tipped marker

Physical Setting

Participants should be seated comfortably

for writing. They should be able to see the display of group results.

Process

1. Without telling why, the facilitator announces that he is going to administer a test. He distributes pencils and paper and asks participants to get ready.
2. He tells participants the following, "For the next minute I want you to make as many T's on the sheet as you can. Make the letter T as many times as you can in a minute. Go!"
3. After one minute he says, "Stop! Now I want you to count the number of T's that you made and to write down that number."
4. When all have finished counting, he determines the highest and lowest "score" and makes a distribution on the display chart. For example, if the highest score is 210 and the lowest score 64, he would make a chart like this:

Score Interval	Tally
201+	1
181-200	11
161-180	𝍸
141-160	𝍸 𝍸 111
121-140	𝍸 𝍸 𝍸 1
101-120	𝍸 𝍸 𝍸 𝍸
81-100	𝍸 1
61-89	11

5. He then asks, "What does this T-Test measure? It is obvious that whatever is being measured, we don't have all equal amounts of it."

   Participants call out ideas about the constructs that may explain the individual differences in T-making behavior. All of these ideas are posted.

   Following is a typical list of what participants hypothesize to be measured in the test:

   - eye-hand coordination
   - dexterity
   - ability to follow directions
   - creativity
   - competitiveness
   - T-making behavior
   - anxiety
   - quickness
   - achievement need
   - compulsiveness

6. The facilitator initiates a discussion of the validity of the "test" (what is

presumably measured by the procedure) with the participants. He leads toward a treatment of the concept of traits, which are arbitrary labels devised by psychologists to "explain" behavior by hypothesizing linear continua within people.

7. The facilitator begins to explore the meaning of traits from a conceptual point of view. The facilitator points out that the responses offered by the group are trait-terms. In the list shown above each of the terms is generally considered a trait name, with the exception of "ability to follow directions", "eye-hand coordination", and "T-making behavior." Next the facilitator offers the following definition of traits: "Traits are sets of categories invented by behavioral scientists to permit the orderly description of behavior." From this definition, a short discussion may be centered around the idea that traits do not exist in and of themselves in the person; there is no part of the individual that houses compulsiveness, for example. Rather,

individuals respond to stimuli. Behaviors are elicited from individuals. The person who constructs tests calls traits into being - invents them - in an attempt to help describe behavior and classify it within meaningful categories.

In calling a trait into being, the test-constructor or theorist must define his trait. He does this at two levels - theoretical and operational.

A. Theoretical Level: The theoretical definition of a trait generally consists simply of sets of words used to describe the trait. In the "T" test, for example, one trait name generated by the participants was that of "competitiveness." A theorist interested in the study of "competitiveness" may define the trait theoretically as follows: "Competitiveness is the motivation for a person to enter a structured task with the objective of out-performing all other persons engaged in the task."

B. Operational Level: With the above theoretical definition, it is necessary to develop some set of operations - an operational definition of the trait - in order to enable persons to respond behaviorally in such a way that the trait can be assessed. In the "T" test, the set of operations is the actual reproduction of T's on a piece of paper which merely consists of the specific behaviors employed to do the task. In and of themselves such behaviors have little meaning. However, when the term "competitiveness" is invented and defined, one must then elicit and measure corresponding behaviors. (From Pfeiffer, W. and Jones, J. Structured Exercises in Human Relations Training, Vol. 4, 1973, University Associates, Palo Alto, CA.)

1:30-2:30 p.m. Self Assessment

Introduction:

The assessment process is incomplete unless the person being assessed becomes involved

in the process in an active rather than the frequently passive, coming-down-from-above test and interpret system used in employment and training programs. The test, or a series of tests are administered; the results are analyzed and reported to the participant. It is something like God speaking to Moses: "He told me I should be a mechanic (or a secretary)." If an employability plan is to succeed, the person whose employability is being planned must participate in the process.

Procedure:

A rather simple exercise which can be done in small groups, or in a one-to-one interview can achieve a certain amount of involvement by program participants. A simple chart is made up beforehand which looks like this:

	Math	Reading	Writing	Mechanical	Artistic	Dexterity	Ambition	Interpersonal
Much Above Average								
Above Average								
Average								
Below Average								
Much Below Average								

The counselor is then asked to rate self on this chart, placing an "X" at the appropriate rating for each trait. These "X's" may be connected with a line to show an individual profile. The counselee is then asked to explain the ratings and discuss any experiences that led to these ratings, such as work experience, school grades or leisure interests. Finally, standardized test data on the same traits may be compared to the self ratings; similarities and discrepancies are discussed. It is easy to see how plans for remedying weaknesses and for choosing training or a job which capitalizes on strengths might emerge from such an exercise. It is, of course, an amplification of the logic of the Self-Directed-Search, which may be used to follow-up in a more detailed manner, this self analysis activity. If time permits, trainees may be asked to form several subgroups of six and fill out charts like the above (but perhaps with different factors--some relevant to the training--listed such as: "Familiarity with tests", Interpretation skill", or "Group Leadership"). Then trainees

discuss their relative strengths and weaknesses.

2:30-3:45 p.m. Non-Test Assessment: Review of Interviewing Skills

A brief explanation of interview skills based on the microcounseling model is given and if time allows, the microcounseling role play exercise is carried out.

(Note: See pages eighteen, nineteen and twenty for exercises.)

The trainer introduces the ideas behind the Microcounseling model by explaining that this is a behavioral approach. Ivey originally developed the system from video-tapes of skilled and unskilled helpers, noting the difference. Trainers should role play good and poor interviewing techniques in front of the group, focusing each time on a single behavioral skill.

MICROCOUNSELING

This approach to acquiring skills is applicable to several helping activities, especially Interviewing--the process of seeking and giving information and Counseling--helping another to understand self and to change behavior. It involves dividing helper behavior into small units and offering an opportunity to receive direct feedback on performance in practicing these small behaviors. Microcounseling assumes that interviewer behavior is extremely complex and can best be learned by breaking it down into discreet behavioral units until the trainee has internalized each skill to such a degree that it can be emitted spontaneously and without premeditation.

The basic model usually includes:

1. A 5 minute diagnostic interview by the trainee is videotaped.
2. The trainee then reads or hears a description of the specific skills to be learned.
3. The trainer then discusses the interview and the skill descriptions.
4. Models demonstrating the skills are shown. Negative models may also be shown.
5. The initial interview is replayed and discussed, with specific references to examples where the skill was displayed or not.
6. The trainee reinterviews the client practicing the behavior in question.
7. Feedback is given on this interview.

(Adapted from Ivey, A. E. Microcounseling, C. Thomas, Springfield, Illinois, 1972.)

BASIC INTERVIEWING SKILLS

1.0 Attending behavior: Simply paying careful attention to someone is highly reinforcing, enables the helper to listen, gain information and ultimately, to see things from the other's point of view.

- 1.1 Relaxed, attentive posture
- 1.2 Eye contact
- 1.3 Open ended invitations to talk
- 1.4 Minimal encourages ("uh huh", "I see", "good", etc.)

2.0 Focused listening skills.

- 2.1 Reflecting and summarizing feeling (focusing on the emotional component of what is said.)
- 2.2 Paraphrasing and summarizing content.

(Adapted from Ivey, A. E. Microcounseling, C. Thomas, Springfield, Illinois, 1972.)

MICROCOUNSELING ROLE PLAY

Evaluation Form

Rate the interviewer on this 5 point scale for each Microcounseling behavior.

Name of Interviewer_____

Mark an "X" for each factor under the appropriate number.

	Perfect	Very Good	Average	Good	Unacceptable
	5	4	3	2	1
1. Relaxation and Posture	_	_	_	_	_
2. Eye contact	_	_	_	_	_
3. Attempts to follow	_	_	_	_	_
4. Minimal encourages	_	_	_	_	_
5. Open and closed leads	_	_	_	_	_
6. Structuring	_	_	_	_	_
7. Reflecting feelings and content	_	_	_	_	_
8. Summarizing	_	_	_	_	_

Specific feedback: A. Best aspect of interview_____

_____

B. Needs improvement on_____

_____

3:45-4:00 p.m. Closing Lecturette on Principles of Program Participant Assessment, covering the following points:

1. Never use an assessment device without a specific purpose and use for the results.
2. The results belong to the test taker who has a right to have them explained in understandable terms.
3. The test user is responsible for preparing counselees to take the test under optimal conditions (Pretest orientation).
4. No set of numerical test results capture the essence of a human being.
   a. It's possible and desirable to describe things non-numerically.
   b. Numbers have no meaning in themselves; only people experience meaning. Thus there is no such thing as objectivity.
   c. More of something may not be desirable (often things are not linear).
   d. Numbers as labels imply static beings -- humans are dynamic.
5. Things that can be measured precisely tend to be relatively unimportant.

6. Assessment must be carried out with techniques that:
   a. Are suitable for the test taker
   b. Are of high validity and reliability
   c. Engage as much participation by the assessed person as possible
   d. Are supported by multiple observations
7. Interpretation should focus on the strengths, on what is possible and on remedying weaknesses. Healthy optimism is a key to helpful interpretation.

4:00-4:15 p.m. <u>Introduction to Behavior Contracting as a Model for Employability Planning</u>.

Definition and distinctive elements:

1. Reciprocal - both parties are bound
2. Specific contingencies and behaviors are spelled out
3. Negotiated
4. Time bound

Advantages of behavior contracts:

1. Provides written record of decisions made and course of action to follow
2. Acts as motivational device for counselor who may otherwise procrastinate.

3. Gives counselee a sense of progress if broken down into segments with evaluation after each.
4. Forces counselee to assume responsibility for behavior.
5. Tends to insure return of counselee for periodic evaluation.
6. Treats program participant as responsible person.

Examples of behavior contracts are discussed.

4:15-4:45 p.m. Exercise in Pairs: Negotiating a Behavior Contract

Each trainee assumes the role of either contractor or contractee, and pairs are given 15 minutes to decide on a goal for the contractee which can be accomplished today. (e.g. Contractee will take careful notes during next 4 hours, or contractee will not exceed 900 calories intake until bedtime, or will eliminate some undesirable behavior for 6 hours). Contractor will specify evaluation times and record keeping procedures (often these serve as reinforcers) or other reinforcement and support behaviors on the part of the contractor. Write these out and sign

contracts. Any changes after signing must be negotiated. Contractor administers contract for its duration. Discussion follows.

4:45-5:00 p.m. Feedback

Trainees are invited to give direct feedback to the trainers. Sitting in a circle, each trainee is asked to select a positive and negative ("something that could be improved") about the day's training. Trainers may not respond till all have commented. Then a few minutes of open discussion is held. It is important for trainers to accept all the feedback and not respond defensively to criticisms.

Day II

9:00-11:00 a.m.

Simulation: "Pipeline": An Overview of the Employability Development Process

See Manpower Institutional Grant Monograph #10. Copies are available from:

National Technical Information Service
Springfield, VA 22151

While supplies last, a limited number of copies are also available from the Manpower Institutional Grant.

11:00-12:00 p.m.

Employability Planning as Decision Making

A. Goals: A method for eliciting goals through fantasy: "The Guided Career Fantasy." In this exercise the trainees after an introductory explanation, are led to imagine a trip forward in time ten years hence and are asked to imagine with eyes closed the following scenes:
"It's morning, you're waking up. Where are you? It's a work day, so you get up and get ready for your job. You dress, eat breakfast and leave for work. Where are you going? How do you get there? You arrive at work--look around; what will you be doing today? What kind of people

are you working with? What do you use to do your work? At lunch, where do you eat? As you complete the day's work, what did you accomplish? How do you feel? Now you go home. As you arrive, describe the place. . . Is anyone there to greet you? How do you spend the evening? What is your life like? What kinds of friends do you have? What do you do for entertainment?" A discussion follows regarding the role of fantasy on goals and the issue of client motivation.

B. Values: Working definition: Something that is important to you and which, freely chosen from alternatives after considering consequences leads to some consistent pattern of action. Though everyone has values, few are aware of them, and make life choices without considering the values explicit in such choices. Choosing a job is as much a function of values as aptitudes. Employability program participants need to become aware of life and work values they hold. The secret of "motivation" is to make choices consistent with one's values.

Some work values are:

- Interest
- Independence
- Self expression
- Service
- Leadership
- Reward, including money
- Advancement
- Recognition
- Variety
- Security . . . These really tell what one wants out of a job in addition to the money earned.

Other values, not necessarily work related include:

- Power
- Honesty
- Friendship
- Health
- Family
- Knowledge
- Intimacy . . . These tell what one wants out of life.

There are any number of exercises which may be used to help trainees understand the concept and relevance of values in behavior. The value auction is an exercise which helps clarify the relative strength of common life values and takes about 45 minutes to complete. (A Practical Guide to Value Clarification by M. Smith, University Associates, Palo Alto, CA, pg. 25, variation 1, is used here.)

VALUE AUCTION

Goals

1. To determine those life values that are of greatest importance to participants.
2. To explore the degree of trust among participants.
3. To examine the phenomena of competition and cooperation.
4. To invite consideration of how life values affect decisions concerning personal needs and aspirations.

Group Size

Twelve participants and one auctioneer.

Time Required

Forty-five minutes.

Materials

Variation 1:

1. A Value Auction Sheet for each participant.
2. A pencil for each participant.

Physical Setting

A large room with movable chairs.

Variation 1

Process

1. The facilitator (auctioneer) passes out a Value Auction Sheet to each participant and explains the goal of the activity. Each person is "given" $5,000 and is instructed to work independently and to use the first column to budget this amount for the listed items of value.
2. When budgeting is finished, the facilitator auctions off the items in random fashion or by asking the group to focus on items of value. The items should not be auctioned off in order.
3. Bids should be in increments of no less than $100. Participants are cautioned to keep track of their "bank balance". The use of column two, "Highest Amount I Bid", is important to help participants recall their interest in various items.
4. When an item is sold, the highest bid is recorded by everyone in column three along with the initials of the person who bought it.
5. When all items are auctioned off, the facilitator processes the activity, focusing especially on the following questions:
   a. Did you get what you wanted? If not, why not?
   b. How did you feel about competing for what you wanted?
   c. Did you spend all your money or do you have any left? How much? Why?
   d. What did you learn about your personal value system?

Following this exercise, the trainer discusses the use of both life and work values as auction items when working with CETA program participants.

VALUE AUCTION HANDOUT

Take a few minutes to think about the meaning to you of the items listed below and then decide on three or four which are of most importance to you personally. Indicate these items with a check (✓) mark. At the bottom of the page add any value that is important to you but not specifically listed.

_____ Self-sufficiency

_____ Influencing others

_____ Exerting power over things (growing gardens, programming computers, fixing broken machines, etc.)

_____ Giving love

_____ Being spontaneous

_____ Having an active and satisfying athletic life

_____ Opportunities for adventure

_____ Having an active and satisfying sex life

_____ Good Health

_____ Large family

_____ Wealth

_____ Approval by the opposite sex

_____ Intellectual stimulation

_____ Keeping physically attractive

_____ Contentment with doing nothing for long periods of time

_____ Prestige

_____ Maintaining long-term friendships

_____ Receiving love

_____ Having a close and supportive family life

_____ Indulging in frequent travel

_____ Freedom on the job to come and go as one pleases

_____ Spiritual fulfillment

VALUE AUCTION SHEET

		Amount I Budgeted	Highest Am't Bid	Top Bid
1.	A satisfying and fulfilling marriage	_____	_____	___
2.	Freedom to do what I want	_____	_____	___
3.	A chance to direct the destiny of a nation	_____	_____	___
4.	The love and admiration of friends	_____	_____	___
5.	Travel and tickets to any cultural or athletic event as often as I wish	_____	_____	___
6.	Complete self-confidence with a positive outlook on life	_____	_____	___
7.	A happy family relationship	_____	_____	___
8.	Recognition as the most attractive person in the world	_____	_____	___
9.	A long life free of illness	_____	_____	___
10.	A complete library for my private use	_____	_____	___
11.	A satisfying religious faith	_____	_____	___
12.	A month's vacation with nothing to do but enjoy myself	_____	_____	___
13.	Lifetime financial security	_____	_____	___
14.	A lovely home in a beautiful setting	_____	_____	___
15.	A world without prejudice	_____	_____	___
16.	A chance to eliminate sickness and poverty	_____	_____	___
17.	International fame and popularity	_____	_____	___
18.	An understanding of the meaning of life	_____	_____	___
19.	A world without graft, lying or cheating	_____	_____	___
20.	Freedom within my work setting	_____	_____	___
21.	A really good love relationship	_____	_____	___
22.	Success in my chosen profession or vocation	_____	_____	___

12:00-1:00 p.m. Lunch

1:00-1:30 p.m. C. Occupational Information

Employability program participants must become aware of the essential dimensions of jobs. They must first have some kind of cognitive ways to organize their thoughts about the world of work. One way to accomplish this is to explain the job market in terms of the training requirements and job focus (Data-People-Things). A matrix is drawn on the blackboard which is explained:

	Data	People	Things
No training required	File Clerk	Receptionist	
Short term training	Typist		
Specialized training		Beautician	Machinist
College required		Social Worker	

"Data refers to facts, figures or information; People means providing a personal service to others and Things refers to tools, equipment, materials or machines. Some jobs have more than one focus, but usually each has a main one. The training to get

into the job also varies. Some don't require any; some just short term training (up to 6 months); and some require a college degree". Ask participants to fill in blanks on the chart following this orientation to the world of work. The concept of specific skill requirements may be introduced (e.g., math, leadership, artistic ability, writing skills, etc.) and finally standard sources of occupational information are discussed such as the Occupational Outlook Handbook, VIEW, etc.

1:30-2:30 p.m.

Sample Cases

Trainees are divided into 4 equal sized groups to discuss the cases of Walker Irma, Stoney and Michael. Each group answers discussion questions in small groups and reports back to the large group on their deliberations.

"WALKER"

Walker Fielding is 17, black, a dropout in the 9th grade, after several expulsions from school for truancy, tardiness and lack of interest. He lives with his mother and two younger sisters; spending most of his time watching TV. Walker has never worked, not even briefly. He is in reasonable health, though somewhat overweight.

His mother suggested, then insisted that he come in. She's waiting for him outside your office. He's very quiet, doesn't say much, and gives the appearance of passivity, slumped in the chair, waiting for you to talk, answering in monosyllables.

He doesn't know what kind of job he wants, didn't like school, supposes that he will have to go to work someday, but just doesn't know how or what to do. He says there are no jobs out there. His father left the family over ten years ago, "when the girls were little" and hasn't been seen since.

When you asked him what he might like to do, he just smiled, put his head down and said "don't know". Getting information is very difficult.

Discussion

1. How can you find out more about Walker?
2. What do you need to know?
3. What are some of his employment barriers?
4. Does he have any strengths?
5. Is he suitable for your program?

"IRMA"

Irma is a 22 year old Puerto Rican woman whose family came to the mainland to work as migrant farm laborers. They moved first to Florida, then from Florida to New Jersey, to Wisconsin, to Illinois, Indiana, Louisiana, Kentucky, Ohio, following various crops, often with long spells of unemployment between jobs. She is the middle child of five, ranging from 30 to 14. The two older children have long since left home, having married. About a year ago her father died, after a long illness. Her mother tried to keep the family together, but could not manage to have them work as a unit, became very depressed and unable to work herself or even handle the cooking, etc. She applied for welfare and is currently receiving ADC.

Irma feels responsible for her mother and the younger children. She wants to get a job to help support them; but someday she wants to get away to a life of her own, marry and have a family. She has a boyfriend who is unemployed, and as she says "is a wild person who drinks and steals and takes drugs and doesn't treat me well, but I just can't help loving him."

Irma has had little formal schooling, but she speaks English well, says she can read and write a little, and learns things quickly. Other than farm labor, she has no work experience.

She is quite good looking, dark haired, slim and petite. She is well dressed in a skirt and blouse. However, she has severe dental cavities, and says that often her teeth bother her so that she can't sleep. You also note a severe cough, which she says is the result of the flu which she got about 8 months ago and can't get rid of.

Discussion

Irma's case may not be typical, but there she sits looking at you hopefully. Discuss the following issues.

1. What do you need to explore further with Irma?
2. Is there any immediate action to be taken?
3. What are some of her employment barriers?
4. What may be some of her strengths?
5. What services might be necessary to increase her employability?
6. Is she employable now?

"MICHAEL"

Michael is 25, unmarried and unemployed. The last job he had was over 4 years ago when he worked in a car wash for six months; before that he worked off and on for a few days at a time at "odd jobs" for a year. Prior to that he was in New York City for one year. Recently, he has been in prison for drug trafficking, serving a 6 to 10 year sentence, but getting out after 3 years plus for good behavior. While in prison he worked in the laundry, in the kitchen and acquired a high degree of skill in license plate manufacture.

Michael's education ended in 10th grade when he was expelled from a city high school for misconduct. His school record was poor, he missed classes consistently, and was expelled a number of times for fighting, drunkenness and various other sorts of misbehavior, including arson and assaulting a teacher.

During his last year in prison, he became converted to a fundamentalist religious point of view and as he puts it: "established a personal relationship with Jesus." He says it turned his life around; he no longer took drugs, became involved in a bible study group, began to take courses in remedial reading and made a decision to "serve the lord" for the rest of his life.

He is staying with his mother at the moment, but feels he should move out as soon as he can. His parole officer wants him to get a job, but he thinks that he ought to get some training first so that he can get into "something with a future."

Michael's appearance is disconcerting: he wears a dirty t-shirt, bib overalls, is growing a scraggly red beard, but his head is clean shaven. It is apparent that he does not bathe regularly. The lower left side of his face is covered with a deep portwine stain.

In the past two months, since getting out of prison, he has worked on a temporary job in a warehouse moving stock, and has met a "good Christian girl" at a church event whom he hopes to marry someday when he can support a family. She works as a grocery checker.

Discussion

While you will not be able to develop an employability plan from the information given, you may take some initial steps.

1. What areas do you need to explore further with Michael?

2. What are some employment barriers?

3. What are some strengths?

4. What are some likely services he will need?

5. Is there any immediate action to be taken?

"STONEY"

"They call me Stoney because I used to get so stoned when I was in school, but I got to like the name. My real name is Arthur, Arthur James Jackson." You say: "Well there was a famous general called 'Stonewall' Jackson, so that goes well together." "Yeah? Stonewall Jackson? Maybe I be a general, too. . . You got any general jobs? I got the name already!" And Stoney laughs, stands up, salutes and says loudly to the others in the office "General Jackson, here. Move 'em out, soldier." Wanda, his girlfriend who has been sitting waiting for him calls out disapprovingly, "Hey, fool, look what you're doing!" Stoney sighs, and sits down, smiling.

Stoney is 19, black and has no substantial work experience other than helping his uncle who has a heating and cooling service (2 summers, truck driving, fetching materials and helping install duct work, furnaces and air conditioning units.) He says it was OK, but he doesn't want to do it for a living. He would like an office job instead. Maybe someday he would become a lawyer because he has the gift of gab, can relate to people right away and the bread is very good. He graduated from high school last June but has not been able to find a "decent job" since. So he has been making the scene "on the street, taking it easy and enjoying the company of some attractive women." But, he says, he feels that he should do something positive to get moving again; earn some money, maybe to go to college eventually. He has heard about some training programs you have and wants to check them out.

Stoney's health seems good; he's a muscular, 6 ft. 3 inch "stick of dynamite" (he says); he is dressed in a see-through silk shirt, orange slacks with matching hat and stylish shoes. He is wearing very dark sunglasses. He has done a certain amount of decorating on his own and his friends' vans and motorcycles. . . Airbrush paintings, pin striping, lace work and original design layouts. He likes that, but just does it for fun.

Discussion

1. What should you explore further?
2. What are Stoney's employment barriers?
3. What are his strengths?
4. Is he employable now?
5. What might your program do for him?

2:30-4:00 p.m.

"Putting A Plan Together" The Effect of Form on Function.

Sample employability forms are discussed as potential models for trainee program use. The same groups are used as in the previous exercise.

1. Each member describes the employability planning form used in their programs and sketches its appearance for the group (assuming one is being used).
2. Commonalities are discussed, unique features explained and differences clarified.
3. Each format is examined: good features listed, omissions noted and rated on a 10 point scale. (10=perfect, 0=totally useless).
4. An ideal composite form is drawn up for each program represented, taking the best features from each format, considering the ideas of this training session and taking the program peculiarities into account.
5. Results are shared in the large group, with model formats drawn on the blackboard available for inspection of all trainees who are free to comment or ask questions.

EMPLOYABILITY DEVELOPMENT PLAN

Name_____ S.S.# _____ Date _____

Client's Minimum Financial Requirement: $_____

Immediate Area of Employment: _____ Future Goal: _____

Related Area of Employment: _____

_____

Employer Requirements: _____

_____

Client's Employment Assets: _____

_____

Client's Employment Liabilities: _____

_____

Steps to Achieve Employment:

Activity	Activity Responsibility	Follow-up Responsibility	Start Date	Finish Date	Expected Results

Expected Date of Job Readiness _____ Total Program Time to Become Employable _____

The above employability plan has been discussed with me and I am in agreement with it and will make the necessary effort to carry it out.

Client _____

Employability Development Staff Representative _____

EMPLOYABILITY PLAN

ENROLLEE_____ SOCIAL SECURITY NO._____

WORK SITE_____ POSITION_____

PREPARED BY_____ DATE_____

Occupational Objectives:

	Ultimate	Interim	Alternate
Initial interview	1._____	2._____	3._____
Does enrollee have qualifications needed?	Yes__No__	Yes__No__	Yes__No__
Are there local employment opportunities?	Yes__No__	Yes__No__	Yes__No__
Is relocation necessary?	Yes__No__	Yes__No__	Yes__No__
Is the enrollee job ready?	Yes__No__	Yes__No__	Yes__No__

Limiting Factors or Barriers Affecting Enrollee:

_____ Limited English Speaking Ability
_____ Illiteracy
_____ Basic Education
_____ Lacks HS Diploma or GED
_____ Lack of Vocational Skills
_____ Lack of Work Experience
_____ Health
_____ Chemical Dependency
_____ Ex-Offender/Parolee
_____ Transportation
_____ Housing
_____ Child Care
_____ Care of Other Family Members
_____ Marital Problems
_____ Legal Problems
_____ Attitudes
_____ Other (Specify)_____
_____

Services Needed to Overcome Barriers:

	Not Applicable	Responsible	Appr. Time	Completed
Firo B				
Vocational Interest Test				
Aptitude Test				
Interview Techniques				
Resume				
Other (Describe)				

Overall Program Objective:

_____ Development of new skills (specify)

_____ Improve present skills (specify)

_____ Develop current work history

_____ Improve work habits

_____ Full time employment

Anticipated exit interview date: _____

Approximate review date of Employability Plan: _____

REVIEW OF EMPLOYABILITY PLAN

Name_____

Occupational Objectives:

Has the enrollee's occupational objectives changes? Yes__No__
(If yes, complete)

Follow-up interview	1._____	2._____	3._____
Does enrollee have qualifications needed?	Yes__No__	Yes__No__	Yes__No__
Are there local employment opportunities?	Yes__No__	Yes__No__	Yes__No__
Is relocation necessary?	Yes__No__	Yes__No__	Yes__No__
Is the enrollee job ready?	Yes__No__	Yes__No__	Yes__No__

Coordinator Assessment:

A. Are occupational objectives realistic? Yes__No__

B. Describe procedures to obtain or modify occupational objectives.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Anticipated exit interview date:_____

Prepared by_____Date_____

4:00-4:30 p.m. Tracking Client Progress Toward Goals

A brief exposition of the Goal Attainment Scale concept is given (see Evaluation, "Goal Attainment Scaling in a County Mental Health Program" by T. J. Kiresuk, Special Monograph #1, 1973, pgs. 12-18). A Goal Attainment Scale adapted by the author for an employability program participant is used as a handout and a general discussion of the technique occurs.

GOAL ATTAINMENT SCALE

X-Level at Intake *-Level at Midpoint #-Level at Follow-up	SCALE A Education Negotiated? Yes No Weight: 6	SCALE B Skill Acquis. Yes No Weight: 9	SCALE C Assertiveness Yes No Weight: 5	SCALE D Alcohol Abuse Yes No Weight: 10	SCALE E Voc. Planning Yes No Weight: 10
1. Most unfavorable outcome judged likely.	Makes no attempt to enroll in educational program.	Has no plans to get into skill training, rejects idea.	Makes no attempt at social interaction. Remains at home most of the time. X	Abuses alcohol constantly; needs detoxification, total dependence.	No voc. goals, no occ. info., indifferent to planning for occupation. X
2. Less than expected success.	Enrolled, some progress, attendance sporadic, grades poor. X	Vague plans for skill training delaying entrance. X	Few friends, generally withdrawn; doesn't interact with authorities. *	Frequently (weekly) abuses alcohol; some disruption of progress in program. X	Sees need to planning, has not yet seriously begun career exploration.
3. Expected level of outcome.	Enrolled in Ed. program, good attendance and grades, progressing toward GED	Enrolled in Voc. training, good progress in Voc. skills. *	Normal social life, gets along w/peers, some interaction w/authorities. #	Occasionally (monthly) abuses alcohol; some disruption of progress in program. *#	Has general goal working toward refining and testing it. *
4. Better than expected outcome.	Has received GED or graduated from HS. *#	Completed Voc. training, ready for job placement. #	Has active social life, related well with authorities.	Rarely abuses alcohol - once in 3 months.	Has specific goal consistent w/int. & ability, knows steps to carry it out. #
5. Best expected success.	Enrolled in post HS courses.	Top marks in Voc. training, placed on job, employer reports good progress.	Socially self assured, sought out by peers, at ease with superiors.	6 months without alcohol abuse. No longer a problem.	In process of moving toward Voc. goal through job. Generalizes planning skills in new areas.

Level at Intake 65 at Midpoint 123 at Follow-up 148

4:30-5:00 p.m. Evaluation of the Training

Trainees complete the following evaluation form and return it to the state training coordinator.

SEMINAR EVALUATION FORM

STATE_____

Please rate the following items using the 5-point scale by circling the appropriate number.

POOR	FAIR	ADEQUATE	GOOD	EXCELLENT
1	2	3	4	5

1.	Degree to which stated goals of the seminar were met.	1	2	3	4	5
2.	Instructor's presentation of subject matter of the seminar.	1	2	3	4	5
3.	Quality of the materials presented in the seminar.	1	2	3	4	5
4.	Relevance of the seminar to your work situation or interests.	1	2	3	4	5
5.	The opportunity for participant input, interaction and involvement in the seminar.	1	2	3	4	5
6.	Your overall impression of the seminar.	1	2	3	4	5
7.	How would rate the overall program as a training experience?	1	2	3	4	5

Comments:_____

_____

_____

_____

8. Which parts of the training were most useful to you?

9. Which parts of the training were least useful?

10. Would you recommend that co-workers attend this session?

_____ Yes

_____ No

_____ Uncertain

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